

**Keowee Elementary**  
7051 Keowee School Road  
Seneca, SC 29672

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	279 Students	
<b>Principal</b>	Ann S. Miller	864-885-5042
<b>Superintendent</b>	Dr. Valerie Truesdale	864-886-4400
<b>Board Chair</b>	Harry B. Mays, Jr.	864-972-3629

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
10	42	12	0	0

### IMPROVEMENT RATING

BELOW AVERAGE

### ADEQUATE YEARLY PROGRESS

YES

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Good	Average	N/A
<b>2003</b>	Good	Unsatisfactory	No
<b>2004</b>	Good	Below Average	Yes
<b>2005</b>	Good	Below Average	Yes

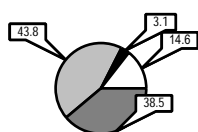
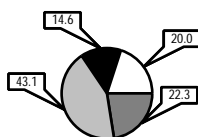
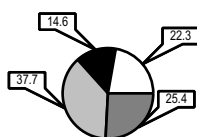
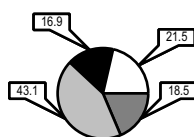
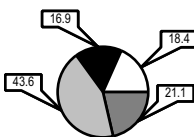
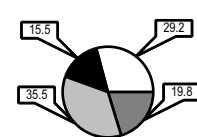
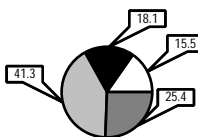
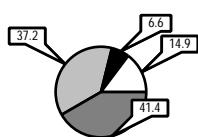
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.8%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	142	100.0	11.2	44.0	38.1	6.7	54.5	Yes	Yes
<b>Gender</b>									
Male	75	100.0	15.9	50.7	30.4	2.9	42.0		
Female	67	100.0	6.2	36.9	46.2	10.8	67.7		
<b>Racial/Ethnic Group</b>									
White	138	100.0	11.5	44.3	38.2	6.1	55.0	Yes	Yes
African American	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	101	100.0	6.3	42.7	46.9	4.2	62.5		
Disabled	41	100.0	23.7	47.4	15.8	13.2	34.2	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	142	100.0	11.2	44.0	38.1	6.7	54.5		
<b>English Proficiency</b>									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	140	100.0	11.3	44.4	37.6	6.8	54.1		
<b>Socio-Economic Status</b>									
Subsidized meals	47	100.0	20.9	46.5	23.3	9.3	37.2	Yes	Yes
Full-pay meals	95	100.0	6.6	42.9	45.1	5.5	62.6		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	142	100.0	16.4	43.3	21.6	18.7	63.4	Yes	Yes
<b>Gender</b>									
Male	75	100.0	23.2	40.6	21.7	14.5	63.8		
Female	67	100.0	9.2	46.2	21.5	23.1	63.1		
<b>Racial/Ethnic Group</b>									
White	138	100.0	16.0	43.5	22.1	18.3	64.1	Yes	Yes
African American	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	101	100.0	9.4	45.8	25.0	19.8	72.9		
Disabled	41	100.0	34.2	36.8	13.2	15.8	39.5	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	142	100.0	16.4	43.3	21.6	18.7	63.4		
<b>English Proficiency</b>									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	140	100.0	16.5	42.9	21.8	18.8	63.9		
<b>Socio-Economic Status</b>									
Subsidized meals	47	100.0	27.9	51.2	9.3	11.6	46.5	Yes	Yes
Full-pay meals	95	100.0	11.0	39.6	27.5	22.0	71.4		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	142	100.0	19.4	37.3	24.6	18.7	43.3
<b>Gender</b>							
Male	75	100.0	23.2	40.6	24.6	11.6	36.2
Female	67	100.0	15.4	33.8	24.6	26.2	50.8
<b>Racial/Ethnic Group</b>							
White	138	100.0	19.1	37.4	25.2	18.3	43.5
African American	1	100.0	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	101	100.0	10.4	41.7	29.2	18.8	47.9
Disabled	41	100.0	42.1	26.3	13.2	18.4	31.6
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	142	100.0	19.4	37.3	24.6	18.7	43.3
<b>English Proficiency</b>							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	140	100.0	19.5	36.8	24.8	18.8	43.6
<b>Socio-Economic Status</b>							
Subsidized meals	47	100.0	37.2	39.5	11.6	11.6	23.3
Full-pay meals	95	100.0	11.0	36.3	30.8	22.0	52.7

<b>Social Studies</b>							
All Students	142	100.0	17.9	43.3	17.9	20.9	38.8
<b>Gender</b>							
Male	75	100.0	20.3	42.0	18.8	18.8	37.7
Female	67	100.0	15.4	44.6	16.9	23.1	40.0
<b>Racial/Ethnic Group</b>							
White	138	100.0	18.3	42.7	18.3	20.6	38.9
African American	1	100.0	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	101	100.0	11.5	47.9	19.8	20.8	40.6
Disabled	41	100.0	34.2	31.6	13.2	21.1	34.2
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	142	100.0	17.9	43.3	17.9	20.9	38.8
<b>English Proficiency</b>							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	140	100.0	18.0	42.9	18.0	21.1	39.1
<b>Socio-Economic Status</b>							
Subsidized meals	47	100.0	34.9	34.9	9.3	20.9	30.2
Full-pay meals	95	100.0	9.9	47.3	22.0	20.9	42.9

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	39	100.0	23.1	38.5	33.3	5.1	38.5
	4	55	100.0	13.0	35.2	46.3	5.6	51.9
	5	69	100.0	16.9	66.1	15.3	1.7	16.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	45	100.0	7.3	34.1	51.2	7.3	58.5
	4	39	100.0	20.0	51.4	25.7	2.9	28.6
	5	58	100.0	10.0	50.0	40.0	0.0	40.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2004	3	39	100.0	10.3	64.1	23.1	2.6	25.6
	4	55	100.0	13.0	31.5	33.3	22.2	55.6
	5	69	100.0	6.8	52.5	20.3	20.3	40.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	45	100.0	14.6	61.0	17.1	7.3	24.4
	4	39	100.0	20.0	48.6	22.9	8.6	31.4
	5	58	100.0	18.0	28.0	28.0	26.0	54.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	45	100.0	9.8	34.1	41.5	14.6	56.1
	4	39	100.0	28.6	45.7	17.1	8.6	25.7
	5	58	100.0	22.0	38.0	20.0	20.0	40.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	45	100.0	4.9	36.6	24.4	34.1	58.5
	4	39	100.0	20.0	60.0	14.3	5.7	20.0
	5	58	100.0	30.0	40.0	18.0	12.0	30.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 279)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	4.2%	Down from 7.3%	2.4%	3.0%
Attendance rate	96.6%	Down from 96.9%	96.5%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.4%	Down from 8.4%	3.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	4.9%	Down from 6.5%	2.7%	3.2%
Eligible for gifted and talented	14.9%	Up from 14.1%	18.4%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	19.4%	Down from 19.7%	7.9%	8.2%
Older than usual for grade	2.9%	Down from 4.8%	0.6%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 23)</b>				
Teachers with advanced degrees	69.6%	Up from 65.2%	56.6%	52.6%
Continuing contract teachers	91.3%	Down from 95.7%	84.2%	83.3%
Highly qualified teachers	95.5%	Down from 100.0%	94.3%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	91.0%	Down from 91.6%	88.5%	87.0%
Teacher attendance rate	95.9%	Down from 96.4%	95.4%	95.0%
Average teacher salary	\$50,339	Up 7.3%	\$43,579	\$41,703
Prof. development days/teacher	14.7 days	Up from 13.1 days	11.8 days	12.8 days
<b>School</b>				
Principal's years at school	15.0	Up from 14.0	5.0	4.0
Student-teacher ratio in core subjects	16.3 to 1	Up from 16.1 to 1	20.0 to 1	18.8 to 1
Prime instructional time	90.7%	Down from 92.3%	90.6%	89.8%
Dollars spent per pupil*	\$9,249	Up 5.6%	\$5,792	\$6,242
Percent of expenditures for teacher salaries*	67.0%	Up from 66.6%	67.4%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Good	Excellent	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	89.0%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Our mission at Keowee Elementary School was revised this year and now states that in cooperation with home and community, our mission is to challenge and enable every child to learn and grow academically, socially, and emotionally, within a safe and nurturing environment. Our well-trained and dedicated staff strives to provide each student with curricula, opportunities, and experiences that will fulfill our mission. We believe that the partnership and support from our families, volunteers, and community are vital to our students' successes. We are fortunate to have a strong volunteer program, PTO, and School Improvement Council. Our volunteer program consists of over seventy participants who regularly share their expertise and talents with our students. Our PTO continues to be active and generous in providing funds to enhance classroom instruction and in providing informative meetings for parents. The School Improvement Council is proactive in promoting increased learning and a safe environment. These combined efforts contribute to a quality school where all stakeholders are involved.

Keowee Elementary School has always been an integral part of our rural community and that tradition continues today. Extensive efforts are made to involve families and community members in our school and to make them feel welcome. We have truly embraced an open door policy. It is interesting to note that the school's history dates back to the early 1900's when it was a rural school that served students in grades one through eleven. Even though the grade configuration and the buildings have changed, it is still a rural school with strong roots in the community.

Today, this school serves area students in Kindergarten through fifth grade and special needs students from throughout the school district. The staff continues to analyze all available test data and classroom performance. Technology has enhanced our abilities to make sound curriculum decisions and to individualize instruction more effectively. The addition of a mobile computer lab has increased opportunities for the use of technology in the classrooms. Computers projecting on large screens actively engage students in learning. The inclusion of a Reading Strategies program into our curriculum has provided additional opportunities for reading remediation for students in third, fourth, and fifth grades. In addition to the regular curriculum, we are pleased to provide an early morning remediation program, an early morning physical education program, weekly Family Reading Nights, swimming instruction, golf instruction, art instruction, and a summer academy.

Seventy-two percent of our teachers have master's degrees and six teachers have achieved National Board Certification. Tammy Garland was recognized as a Golden Apple recipient. Diana Lowe was selected Teacher of the Year by her colleagues.

Ann S. Miller, Principal

Dr. Michael Oliver, Chairman of SIC

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	24	49	42
<b>Percent satisfied with learning environment</b>	100.0%	91.7%	97.6%
<b>Percent satisfied with social and physical environment</b>	100.0%	93.9%	95.2%
<b>Percent satisfied with school-home relations</b>	100.0%	87.8%	85.7%

\*Only students at the highest elementary school grade level at this school and their parents were included.